



66TH CONFERENCE ON EXCEPTIONAL CHILDREN

## Why Parents Call Us

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**SELF-ASSESSMENT:**   
*A Journey of Change*

PUBLIC SCHOOLS OF NORTH CAROLINA  
 State Board of Education | Department of Public Instruction

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### Disclaimer

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### Camels can carry a lot of straw...



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**What finally brings parents to our door?**

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**Sometimes they sound like this . . .**

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**And in the worst cases . . .**

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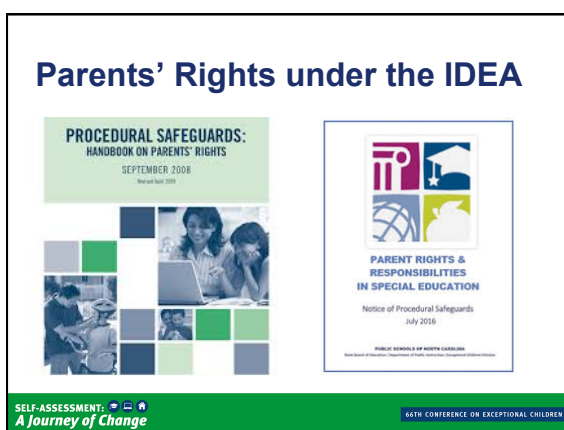
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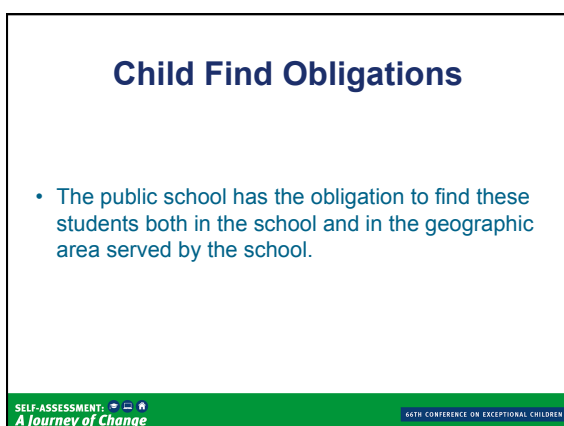
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## Child Find

- **Eligibility**
- **IEEs**
- **Removal of services**
- What is your district's evaluation process?
- Does the referral have to be in writing?

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## Identification

A parent can file a due process petition when a school district:

- ☐ Fails to refer for an evaluation.
- ☐ Knew or should have known that the child had a disability.
- ☐ Fails to consider all eligibility categories and properly identify the child.
- ☐ Fails to comply with eligibility procedures.

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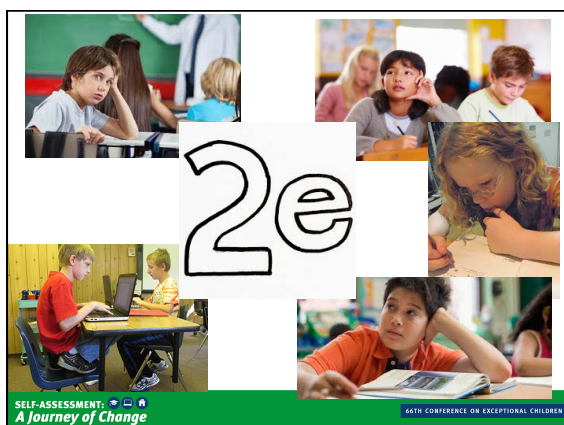
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## Twice Exceptional

- 504s
- IEPs
- Testing Accommodations
- Services
- Why is this so difficult?

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## Evaluation

- ◆ Fails to comply with 90 day timeline.
- ◆ Fails to conduct a proper evaluation.
- ◆ Fails to allow for/provide an independent evaluation upon request.
- ◆ Fails to recognize a parent referral.
- ◆ Fails to evaluate in all suspected areas of disability.

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## Placement

- Fails to place the child in the least restrictive environment.
- Makes a placement based on administrative convenience.
- E.g., Places student due to funds and resources available.
- Determines placement based on programs available.

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## FAPE

- Fails to develop appropriate goals.
- Fails to develop measurable goals.
- Fails to develop goals that are based on the individualized needs of the student.
- Fails to develop meaningful goals designed to make educational progress.

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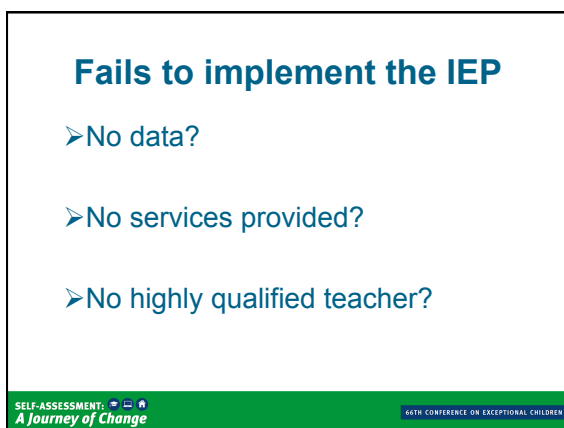
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- Fails to develop an appropriate transition plan.
- Fails to allow parents to meaningfully participate in the development of the IEP.
- Fails to provide transportation services.
- Fails to consider the need for ESY.

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**Under IDEA, each school district must ensure that the IEP Team:**

- “Reviews the child’s IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; *and*
- Revises the IEP as appropriate to address any lack of expected progress toward the annual goals...and in the general education curriculum, if appropriate.”

20 U.S.C. §1414(d)(4); 34 C.F.R. §300.324(b)(1)(i), (ii)(A).

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**The requirement that IEP Teams meet and revise a student’s IEP when that student is not making academic or nonacademic (i.e., behavioral) progress toward his/her annual goals is a way to address:**

- inadequate specialized instruction;
- the need for related services;
- other supplementary aids and services;
- a BIP that is not working; and
- the need for a FBA and BIP.

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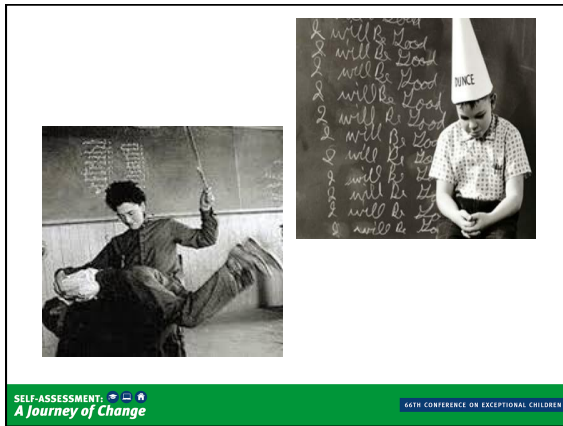
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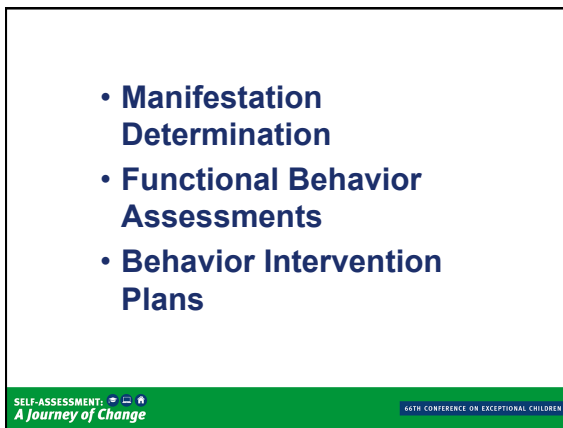
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**Rebuilding and Maintaining  
Good Working Relationships**

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re·build \ (,)rē-'bild\ vb

- : to build (something) again after it has been damaged or destroyed
- : to make important improvements or changes
- : to make extensive repairs to, changes in, or restore to a previous state

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**Accountability**  
(ə-koun'tə-bəl-ity)/n.  
1. Taking responsibility  
for your actions and  
the actions of  
your co-workers.

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Questions?

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